

Journeys Fourth Grade-Unit 3 Performance Task

Unit Topic : Natural Encounters

Length: Five-Six Weeks

Lessons 11, 13, 14,15

Common Core Learning Standards:

Reading Standards:

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

Listening & Speaking Standards:

L.4.6 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**
- b. Follow agreed-upon rules for discussions and carry out assigned roles.**
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.**
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.**
- e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.1..**

Big Ideas:

- **Nature can amaze us**

Essential Questions:

- **How can nature amaze us?**

Skills:

- **Fact and Opinion**
- **Cause and Effect**
- **Text and Graphic Features**
- **Main Idea and Details**

Genre:

- **Informational Text**
- **Narrative Nonfiction**

Vocabulary:

- Lesson 11: presence, disbelief, tempted, biological, endeared, arrangement, pounced, utter, hastened, incident
 - Lesson 13: display, alert, weariness, fractured, standards, vision, huddle, graceful, stranded, concluded
 - Lesson 14: social, exchanges, excess, reinforce, storage, transportation, chamber, scarce, obstacles, transfers
 - Lesson 15: organisms, directly, affect, traces, vast, habitats, variety, species, banned, radiation
-
- Additional Vocabulary Learned:

***Note:** Please add additional vocabulary student learned during class not included.

Weekly & Benchmark Assessments on Skill:

Assessment 1

Assessment 2

Assessment 3

Assessment 4

Formative Assessments:

Writing Assessment #1

Writing Assessment # 2

Scaffolded Support:

- **Leveled Readers**-are sheltered text that connects to the main selection's topic, vocabulary, skill and strategy.
- **Vocabulary in Context Cards** - Provide Visual support and additional practice for Target vocabulary.
- **ELL**-There are notes throughout the TE that scaffold instruction for each language proficiency .

Resources:

Student Self Edit Checklist

Suggested Readings:

The Screech Owl Who liked Television from There's a Tarantula in my Purse by Jean Craighead George

Antartic Journal: Four Months at the Bottom of the World by Jennifer Owings Dewey

The Life and Times of the Ant by Charles Micucci

Ecology for Kids by Federico Arana

Websites

<https://www-k6.thinkcentral.com>

<http://www.readingrockets.org/content/pdfs/studentchecklist-1.pdf>

Rubric

<http://pblchecklist.4teachers.org/checklist.shtml>

Independent Activities: T10-T11, T100-101, T276-277, T366-367

Comprehension Work Station and Think and Write

Launch Comprehension Activities- student can practice and apply skills

Student eBook- Student can read and listen to selection and skill lesson

Writesmart-Weekly writing model practice

Audiotext CD or online- Listen to books or selections

Teacher Guide-Unit 2- Back of Book-

You do not have to use these rubrics. You can modify/adapt to make it what you need for your students/class

R12- Using Rubrics

R13- Retelling and Summarizing Narratives Rubric

R14-Summarizing Nonfiction Rubric

R15-Giving Presentations Rubrics

R16-Writing Rubrics

Field Trips:

Think Central Website

***Please add other resources not included.**

Performance Task:

In this unit we have been reading about various animal and environmental encounters told by others. Take what you have learned from *The Screech Owl Who liked Television* from *There's a Tarantula in my Purse*, *Antartic Journal: Four Months at the Bottom of the World*, *The Life and Times of the Ant* and *Ecology for Kids*. Choose which text in your opinion gave the best description of an amazing natural encounter. Then

1. Write an opinion essay that includes a supporting point of view.
2. Provide reasons that are supported by facts and details.
3. Then link your opinion and reasons with words and phrases (e.g., for instance, in order to, in addition).
- d. Lastly include an ending statement or section related to your opinion presented.

Project: Teacher will decide what kind of display project that will go with the essay. i.e. Collage, Mural, Poster etc.

*** Note:** All students will present their projects either independently or within a group. Be sure to review and include a rubric for speaking and listening.

My Journey Home Family Connection

This week your child is reading *The Screech Owl Who Liked Television*, the true story of a wild owl that lived with the author's family.

DAY
1

Vocabulary on the Go Ask your child to describe some things that Yammer the owl does in the author's household. Talk about what you would like—or not like—about having an owl in your home. As each of you talk, try to use some of these words.

incident pounced tempted arrangement presence

DAY
2

Facts and Opinions Together, think of a wild animal or bird that lives near your home. What do you and your child think are the good and bad points of having it live there? Give your opinions about it. Then help your child use books or websites to learn more facts about the animal or bird. Has your opinion of it changed? Why or why not?

Tip!

A fact is a statement that can be proved true. An opinion is a statement about a person's thoughts, feelings, or beliefs.

DAY
3

From a Pet's Viewpoint Take turns telling about a regular day in your house from a pet's point of view. Tell how you, the pet, understand what happens during the rush to get to school, a meal, or another event.

CHALLENGE

Ask your child to write a journal entry from the viewpoint of the pet.

A Fable Read this ancient fable with your child, and discuss the lesson to be learned.

The Grasshopper and the Owl

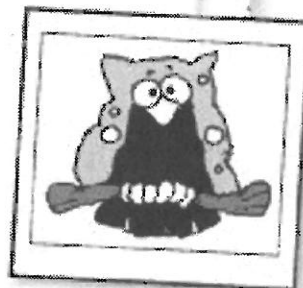
An owl lived in the hollow of a tree, where she slept by day, preparing for her night of hunting. One day her rest was disturbed by the presence of a grasshopper, who sat on a nearby branch and chirped loudly all day long. "Please have some consideration and be quiet," the owl begged the grasshopper, but he ignored her requests.

At last, the owl could not stand it any longer. She came up with a plan. She tempted the grasshopper in her pleasantest voice, "Oh, Grasshopper. Your song is so sweet, like this delicious nectar. Won't you come into my home and share the sweet nectar with me?"

The grasshopper was proud to have his song complimented. And the thought of delicious nectar made him answer promptly. "Of course!" he said, with a proud smile.

No sooner had the grasshopper entered the owl's hollow than the owl pounced upon him and ate him up.

Lesson: Do not let flattery lower your guard against those that want to harm you.



Owl Fact Sheet Real-life owls are not as wise as owls in stories, but they do have extraordinary senses of sight and hearing. Help your child use books and the Internet to create a fact sheet about owls' astonishing senses.



Book Links

- *Pale Male: Citizen Hawk of New York City*, by Janet Schulman
- *Wings*, by William Loizeaux **CHALLENGE**



Internet Challenge Together, view local wildlife organizations' websites to discover what kinds of owls and other birds of prey (raptors) might live in your area.

My Journey Home Family Connection

This week your child is reading *Antarctic Journal: Four Months at the Bottom of the World*, a selection in which the author recounts her true adventures in Antarctica.

DAY
1

Vocabulary on the Go Together, plan a trip to Antarctica. Discuss some of the things you would like to see and do there. Try to use some of these words as you talk about the trip.

stranded weariness vision huddle graceful

DAY
2

Getting Warmer Some people believe that the temperature on Earth keeps getting warmer. What are some effects that this warming trend might cause in Antarctica? Together, make a list of possible effects.

DAY
3

Extreme Places Help your child search the Internet to find images and information about the hottest, coldest, wettest, or driest place in the world. Learn a few facts about the place.

CHALLENGE

Together, make a postcard from the place you chose to learn about. Choose a picture to put on the front of the postcard. Then write a message on the back.

At Opposite Poles Read and discuss this article about polar regions with your child.

The North and South Poles

What's the difference between the Arctic and the Antarctic? Well, they're poles apart! Earth's geographic North Pole is in the Arctic, and its geographic South Pole is in the Antarctic.

Both polar regions get similar sunlight, though at opposite times of the year. At the poles themselves, the sun rises and sets only once each year. For half a year it is light, and for half a year it is dark. A polar "day" lasts six months!

The Arctic includes the Arctic Ocean and northern North America, Europe, and Asia. The Antarctic includes the Southern Ocean and the continent of Antarctica. Both regions are cold, but the Antarctic is much colder than the Arctic.

The Arctic tundra is home to people, plants, and animals such as the polar bear. Green plants don't grow on ice-covered Antarctica, so animals find their food in the sea instead. Some Antarctic animals, such as penguins, do spend time on land.



A Long Day's Night What would it be like to live in a polar region where the sun never sets for six months a year? Talk about living in the land of the midnight sun. How would you decide when to go to sleep? What kinds of activities could you now do in the evening?



Book Links

- *Snowflake Bentley*, by Jacqueline Briggs Martin
- *The North Pole Was Here*, by Andrew C. Revkin **CHALLENGE**



Internet Challenge The author of *Antarctic Journal* describes meeting penguins. With your child, search for websites that tell about penguins. Then talk about why penguins are unusual and fascinating birds.

My Journey Home Family Connection

This week your child is reading *The Life and Times of the Ant*, a nonfiction selection that tells about ants and the way they live.

DAY
1

Vocabulary on the Go Take a walk through your neighborhood with your child. Point out different insects and animals that you see. Talk about how the animals interact with one another. Try to use some of the following words.

social exchanges transport transfers

DAY
2

Insects All Around Us Together, make a list of insects found around your home, in your neighborhood, or at a local park. Use the Internet or insect identification books for help. Then work together to make a chart to give information about the insects. You might want to include information such as what the insects look like, what they eat, and how they move.

DAY
3

Pro or Con? Talk about ants and other insects with your child. Discuss ways that some insects are helpful and harmful. Is it possible to be both? Why have some insects come to be considered pests?

CHALLENGE

Help your child make a poster that lets others know why one type of insect should be considered our friend.

Home in a Jug Read these steps with your child. Then work together to make a simple birdhouse to attract birds that will eat insect pests.

Home in a Jug

What You'll Need

- milk jug or carton
- pencil
- string
- craft glue

1. Cut a 1-inch hole in the milk jug for a door.
2. Add a perch for the birds to sit on. Make a 1/4-inch hole under the larger hole. Then insert the pencil in the small hole. Glue the perch in place.
3. Cut a two-foot piece of string and tie it to the jug handle. Then tie the birdhouse to a tree branch.



Who Lives There? Together, observe the birds that come to your birdhouse. Use a bird identification book to name the birds and learn more about them.



Book Links

- *Sticky Burr: Adventures in Burrwood Forest*, by John Lechner
- *Living Color*, by Steve Jenkins **CHALLENGE**



Internet Challenge Together, find a website that tells about another insect. Learn a few amazing and interesting new facts about it.

My Journey Home Family Connection

This week your child is reading *Ecology for Kids*, a selection that tells about the importance of Earth's ecosystems.

DAY
1

Vocabulary on the Go Help your child plan a nature documentary to be filmed in your neighborhood. Work together to decide what to point out and explain in the narration. Try to use these words as you plan.

organisms habitats species variety vast

DAY
2

Reduce and Reuse? Together, find and read a local news article that describes recycling efforts, pollution problems, or another environmental issue in your area. Then discuss different opinions about the problem and possible solutions.

DAY
3

Ecosystem Connections Together, watch and discuss a nature show or movie about an ecosystem such as a forest, desert, or ocean. What animals and plants live in that ecosystem? How do the animals and plants depend on each other to survive? How might changes affect them?

CHALLENGE

Work with your child to list reasons why it is important to protect this ecosystem.

Opposing Views Read the following dialogue with your child.
Then choose parts and act out the scene.

Oak Woods

BUILDER: Many people want to live in this town, but there aren't enough houses for them. There's a lot of land in Oak Woods, and it's a good place to build new houses.

CITIZEN: Oak Woods is *not* a good place to build. There are hundreds of trees on that land! They provide habitats for many animals. They also hold soil in place to prevent flooding.

BUILDER: Trees *are* important, but families need new homes. We can plant new trees to replace ones that we cut down.

CITIZEN: But what about the animals? Isn't there a way to help trees *and* people?



Conflict and Compromise Together, review the dispute about Oak Woods. What do you and your child think should be done in such a situation? Discuss your reasons. Add your discussion to the dialogue.



Book Links

- *Frog Heaven: Ecology of a Vernal Pool*, by Doug Wechsler
- *The Whale Scientists*, by Fran Hodgkins **CHALLENGE**



Internet Challenge Help your child search the Internet to learn more about using wind, water, or solar power to reduce pollution. Find out how this alternative energy source might change people's lives.

Home Letter

**"The Screech Owl Who Liked Television" from
There's a Tarantula in My Purse
Home Letter**

Dear Family,

During the next few weeks we'll explore the theme **Natural Encounters**. We'll read about many different aspects of the natural world, from surprising creatures found close to home to the awesome power of natural forces such as tornadoes and earthquakes. As we read, we'll explore the Big Idea "Nature can amaze us."

We'll start by asking "How do animals influence your opinion of nature?" Children's author Jean Craighead George tells about one of her unusual pets in the narrative nonfiction selection **"The Screech Owl Who Liked Television"** from *There's a Tarantula in My Purse*. We'll also read **In the Wild**, a readers' theater selection.

This week's...

Target Vocabulary: presence, disbelief, tempted, biological, endeared, arrangement, pounced, utter, hastened, incident

Vocabulary Strategy: Suffixes *-ful*, *-less*, *-ness*, *-ment*

Comprehension Skill: Fact and opinion—learning the difference between ideas that can be proved and feelings or beliefs

Comprehension Strategy: Infer/predict—using text clues to predict what is coming in the text or what hasn't been directly stated

Writing Focus: Write to persuade—persuasive paragraph

Activities to Do Together

Vocabulary

See if you and your child can use all of this week's **Target Vocabulary** in sentences!

Sharing Thoughts About Pets

Play a guessing game with your child about a pet you had or knew as a child. Encourage your child to ask questions about the pet and see if he or she can guess what kind of animal it was.

The Best Pet

Talk about what kind of pet your child would like if he or she could choose any animal in the world. (Maybe it's a pet your family already has!) As you talk, jot down any detail that makes the pet desirable. Then ask your child to create a summary paragraph explaining why those details add up to a great pet.



Go to the *Student eBook* to read and listen to this week's selection.

Name _____

Reading Log

Title _____ Author _____

Independent Reading Record

Date/Amount of Time _____ Pages _____

Date/Amount of Time _____ Pages _____

Date/Amount of Time _____ Pages _____

Date/Amount of Time _____ Pages _____

Date/Amount of Time _____ Pages _____

Summary

This book is about _____

Questions for Discussion

What was your favorite part of the book? _____

What did you enjoy about the author's writing? _____

Was there something that you did not understand? If so, discuss. _____

Would you recommend this book to a friend? Why or why not? _____

Name _____ Date _____

Listening Log

Title _____ Author/Speaker _____

Set a Purpose

Purpose for listening _____
_____My purpose for listening was met.

I learned that _____

My favorite part was _____

ORMy purpose for listening was not met because _____

Listen Attentively

To listen attentively, I (check all that apply):

- ___ set a purpose for listening and keep it in mind
- ___ take notes to ask questions later
- ___ look directly at the speaker/reader
- ___ pay attention to pictures or props

Notes and Questions for Discussion

Name _____ Date _____

Proofreading Checklist

Read each question below. Then check your paper. Correct any mistakes you find. After you have corrected them, put a check mark in the box next to the question.

- ☐ 1. Did I indent each paragraph?
- ☐ 2. Does each sentence tell one complete thought?
- ☐ 3. Do I have any run-on sentences?
- ☐ 4. Did I spell all words correctly?
- ☐ 5. Did I use capital letters correctly?
- ☐ 6. Did I use punctuation marks correctly?
- ☐ 7. Did I use commas and apostrophes correctly?

Is there anything else you should look for? Make your own proofreading checklist.

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Name _____ Date _____

Proofreading Marks

Mark	Explanation	Examples
	Begin a new paragraph. Indent the paragraph.	The boat finally arrived. It was two hours late.
	Add letters, words, or sentences.	^{best} My friend ate lunch with me ^o today.
	Take out words, sentences, and punctuation marks. Correct spelling.	We looked at and admired the model airplanes.
	Change a lowercase letter to a capital letter.	New York <u>city</u> is exciting.
	Change a capital letter to a lowercase letter.	The F ireflies blinked in the dark.
	Add quotation marks.	Where do you want the piano? asked the movers.
	Add a comma.	Carlton my cat has a mind of his own.
	Add a period.	Put a period at the end of the sentence .
	Reverse letters or words.	Read carefully the instructions.
	Add a question mark.	Should I put the mark here?
	Add an exclamation mark.	Look out below!

Name _____ Date _____

Writing Conference Form

Writing assignment: _____**Read your draft and complete items 1–2.****1.** What part of your draft do you feel is well done?

_____**2.** What part of your draft would you like to improve?

_____**Meet with a partner and use questions 3–6 to discuss each other's writing.****3.** What is the most important idea in your writing?

_____**4.** How could you change your writing to make it easier for your reader to understand?

_____**5.** What are some examples of strong word choices?

_____**6.** I will improve my draft by _____

Name _____ Date _____

Writing Rubric

Use this rubric to evaluate your writing. Circle a number in each row to rate your writing. Then revise to improve your score.

	Score 4	Score 3	Score 2	Score 1
Focus and Ideas	4 My writing is on topic, complete, and my ideas are well developed.	3 My writing is mostly on topic, complete, and most of my ideas are developed.	2 My writing is not always on topic. It is somewhat complete, but ideas are not developed.	1 My writing is not on topic, does not seem complete, and ideas are not clear.
Organization	4 Ideas and details are clear and well organized.	3 Ideas and details are mostly clear and organized.	2 Ideas and details are not always clearly organized. Some ideas are too wordy.	1 Ideas and details are not clearly organized or connected.
Voice	4 My voice connects with the reader and sounds personal and unique.	3 My voice connects with the reader and sounds mostly personal and unique.	2 My voice may connect with the reader but does not sound personal or unique.	1 My voice does not connect with the reader. It does not sound personal or unique.
Word Choice	4 My writing includes vivid verbs, strong adjectives, and specific nouns.	3 My writing includes some vivid verbs, strong adjectives, and specific nouns.	2 My writing includes mostly simple nouns and verbs, and may have some adjectives.	1 My writing includes only simple nouns and verbs, and some of them are incorrect.
Sentence Fluency	4 There is a variety of complete sentences that flow together smoothly.	3 There is some variety of mostly complete sentences. Some parts flow smoothly.	2 There are mostly simple sentences, and some of these are incomplete.	1 Sentences have no variety. Incomplete sentences make the writing hard to understand.
Conventions	4 There are no errors in grammar, spelling, capitalization, or punctuation.	3 There are few errors in grammar, spelling, capitalization, or punctuation.	2 There are some errors in grammar, spelling, capitalization, or punctuation.	1 There are many errors in grammar, spelling, capitalization, or punctuation.

Instructional Routine 9:

Vocabulary in Context Cards

Purpose: Use this routine to help students deepen their understanding of vocabulary words.

1	<ul style="list-style-type: none"> • Display the Vocabulary in Context Card and read aloud the word. • Have students repeat the word. • Discuss the phonics and structural cues, including sound/spelling patterns. 	<p>This word is <i>create</i>.</p> <p>What's the word? <i>create</i></p>
2	<ul style="list-style-type: none"> • Read aloud the explanation under <i>What Does It Mean?</i> on the back of the card. 	<p>When you create something, you make it.</p>
3	<ul style="list-style-type: none"> • Have students read aloud the sentence on the front of the card. • Use the picture and the sentence together to help students understand the word. 	<p>Some artists create things out of junk. This statue was made of recycled trash.</p> <p>What do the picture and the context sentence tell us about the word?</p>
4	<ul style="list-style-type: none"> • Point out any Spanish cognates. 	<p>The Spanish cognate of <i>create</i> is <i>crear</i>.</p>
5	<ul style="list-style-type: none"> • Read aloud the sentences under <i>Think About It</i> on the back of the card. 	<p>What would you like to create?</p>
6	<ul style="list-style-type: none"> • Have students use the word in sentences. 	<p>Now use <i>create</i> in a sentence. Possible response: <i>I like to create funny songs.</i></p>
7	<ul style="list-style-type: none"> • Give partners or small groups one or two Vocabulary in Context Cards. • Help students, as necessary, as they begin working on the <i>Talk It Over</i> activity on the back of the card. 	
8	<ul style="list-style-type: none"> • Have students complete the activities for all of the lesson's cards during the week. 	

Name _____ Date _____

Column Chart: _____

Title or Topic _____

Name _____ Date _____

Column Chart: _____**Title or Topic** _____

Character Detail	My Own Experience	Inference About Character
character _____		
character _____		
character _____		

Name _____ Date _____

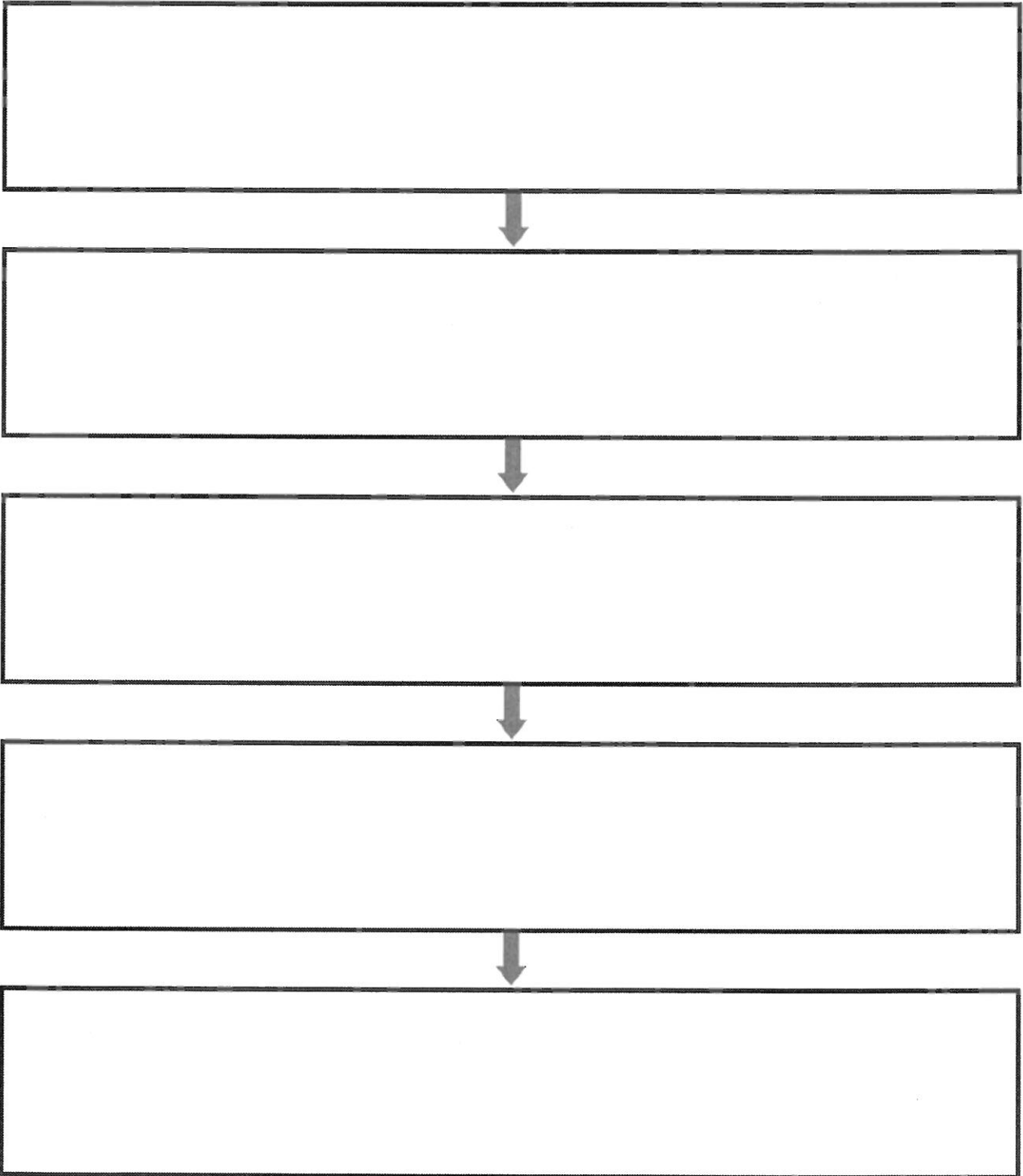
Feature Map: _____

Title or Topic _____

Name _____ Date _____

Flow Chart: _____

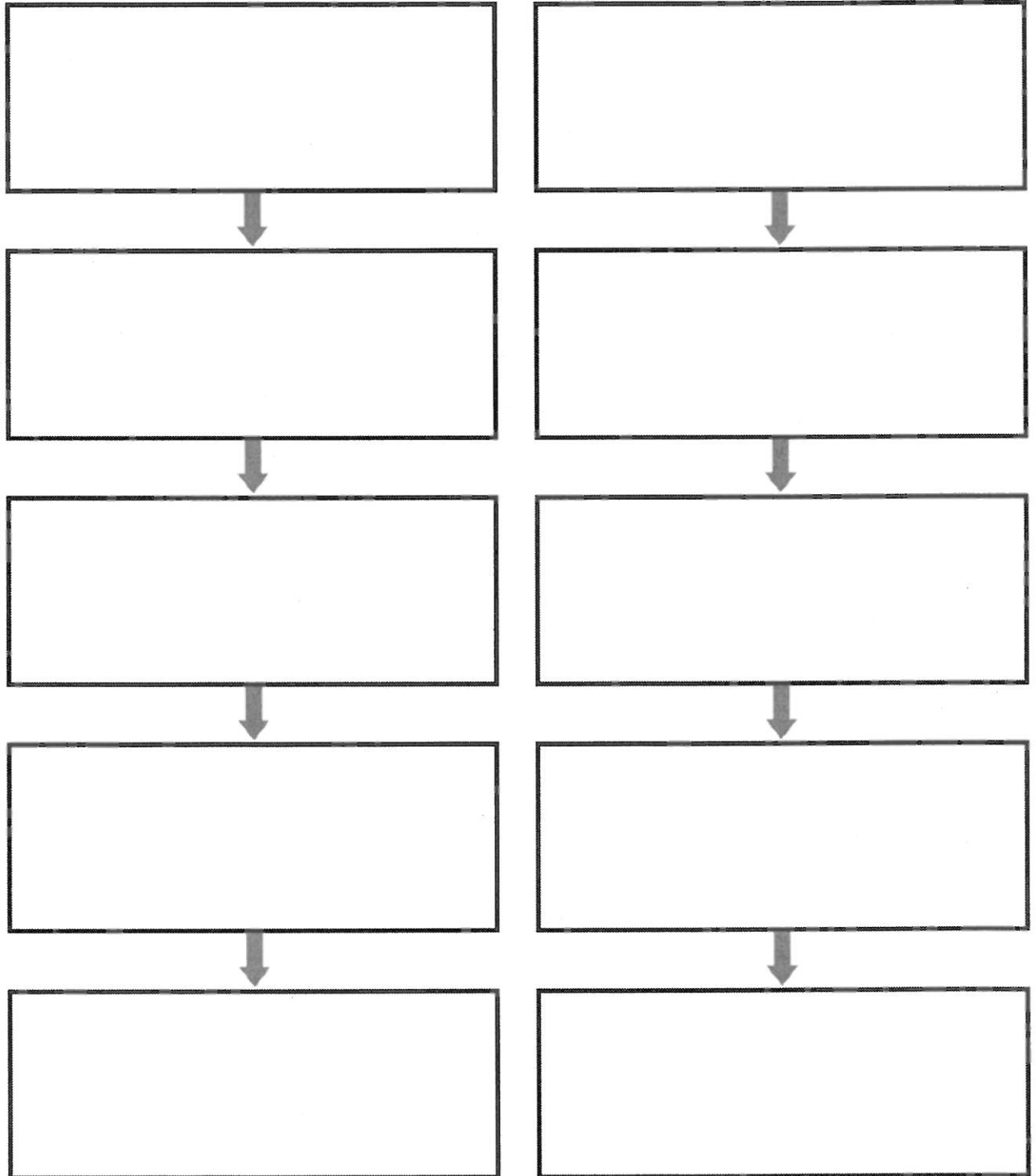
Title or Topic _____



Name _____ Date _____

Flow Chart: _____

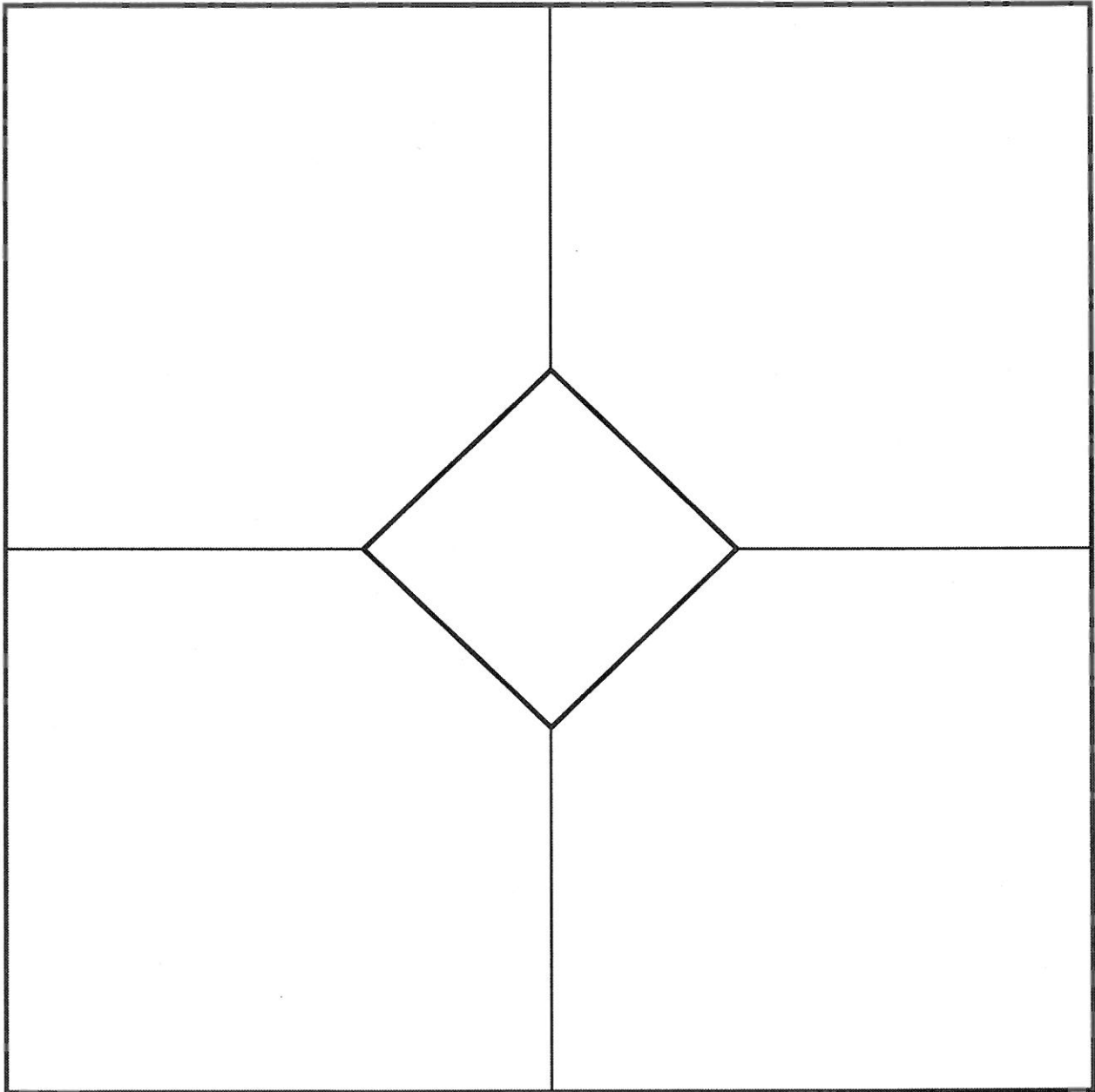
Title or Topic _____



Name _____ Date _____

Four-Square Map: _____

Title or Topic _____



Name _____ Date _____

Idea-Support Map: _____

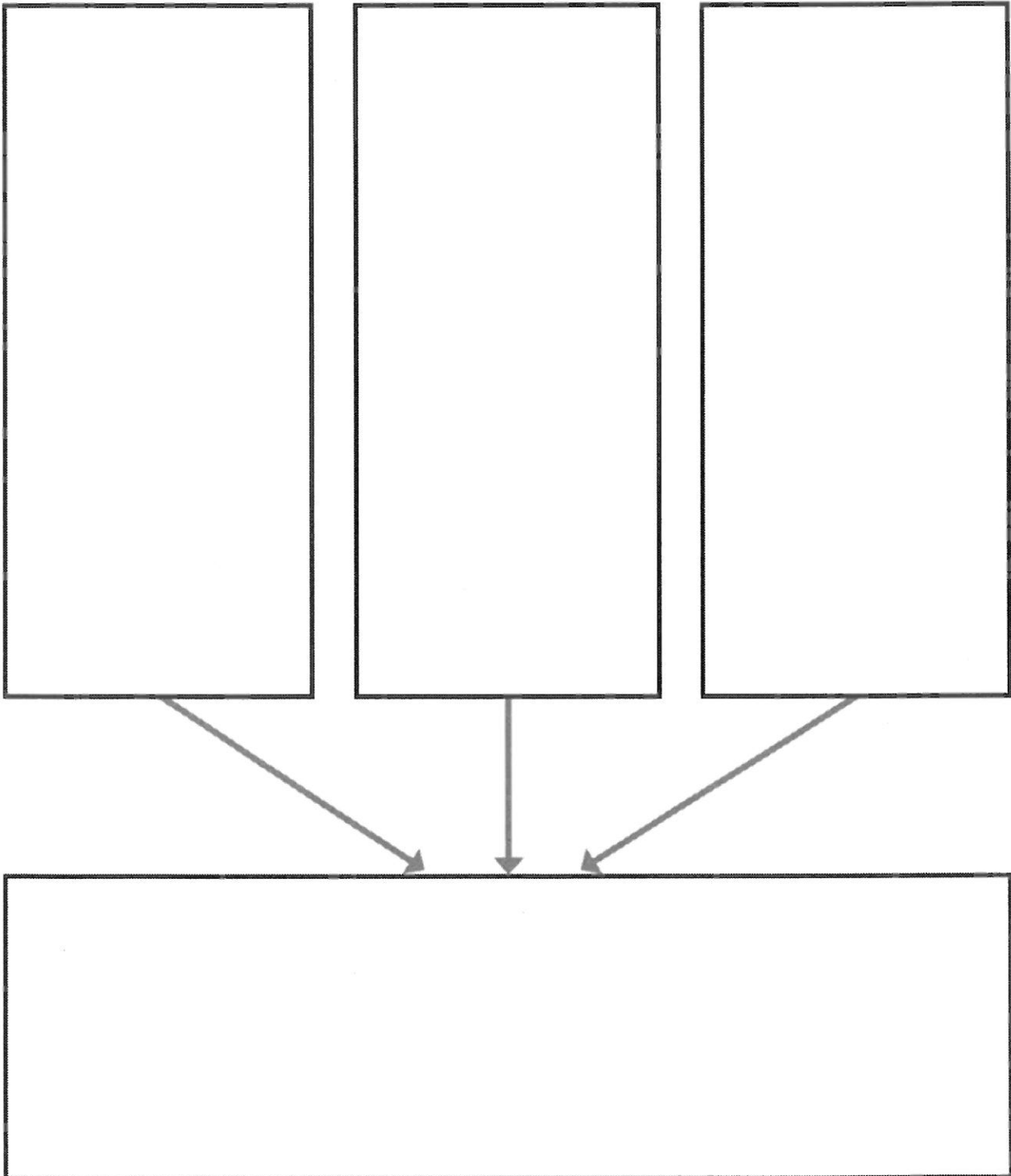
Title or Topic _____

The diagram consists of a central vertical line with four arrows pointing to the right. Each arrow points to the left side of one of four horizontal rectangular boxes stacked vertically. The top box is connected to the top arrow, the second box to the second arrow, the third box to the third arrow, and the bottom box to the bottom arrow. The boxes are intended for students to write supporting ideas for the topic in the title.

Name _____ Date _____

Inference Map: _____

Title or Topic _____



Name _____ Date _____

Inference Map: _____

Title or Topic _____

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Name _____ Date _____

Story Map: _____

Title _____

Setting	Characters
<div data-bbox="724 792 804 846" style="text-align: center;">Plot</div> <div data-bbox="156 882 309 927">Beginning</div> <div data-bbox="156 1263 261 1308">Middle</div> <div data-bbox="156 1644 213 1688">End</div>	

Name _____ Date _____

Story Map: _____**Title** _____

Setting	Characters
<div data-bbox="836 792 924 844">Plot</div> <div data-bbox="277 878 555 922">Problem (Conflict)</div> <div data-bbox="277 1131 383 1171">Events</div> <div data-bbox="277 1762 598 1807">Solution (Resolution)</div>	

Name _____ Date _____

T-Map: _____

Title or Topic _____

Name _____ Date _____

T-Map: _____

Title or Topic _____

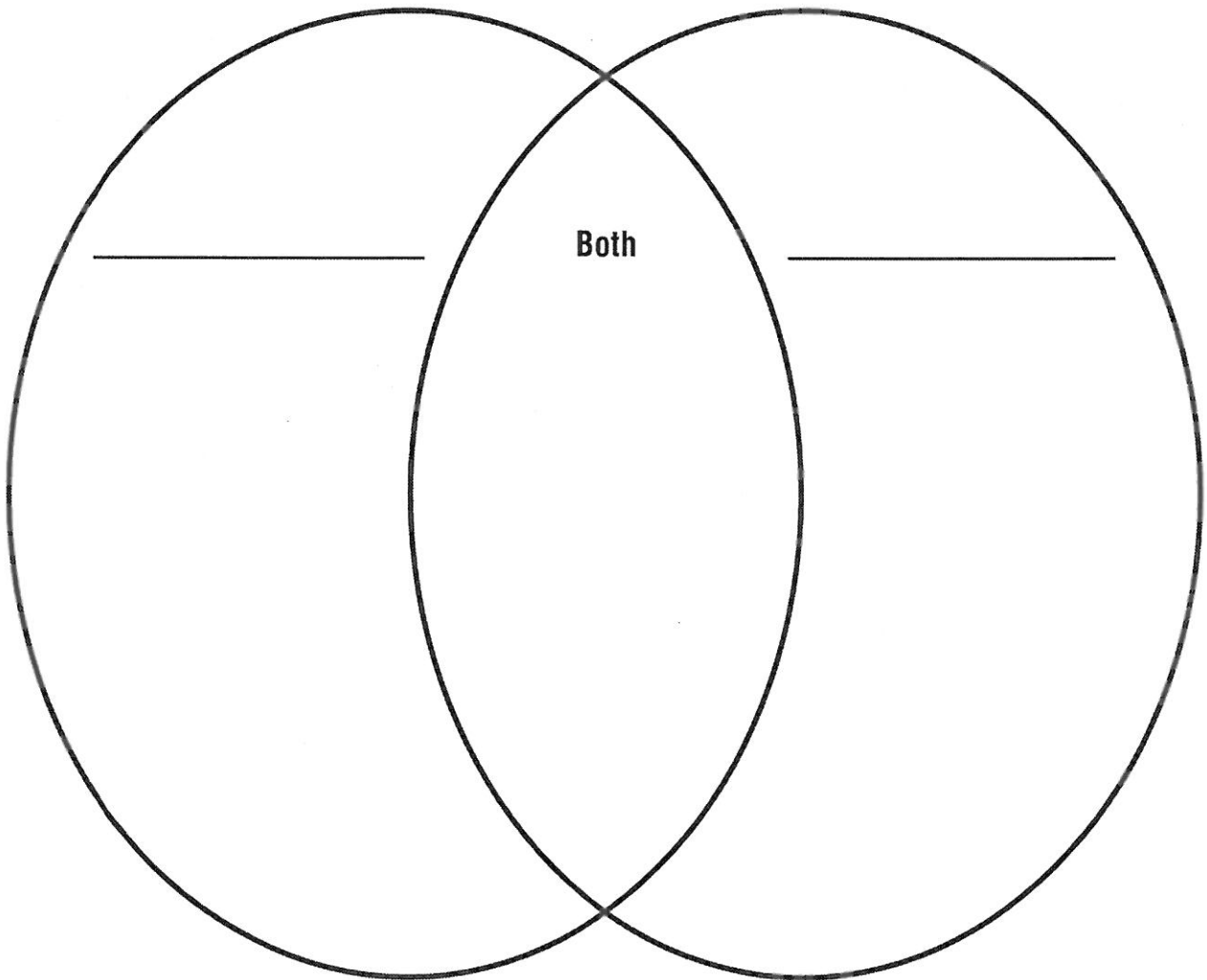
Cause	Effect

➔

Name _____ Date _____

Venn Diagram: _____

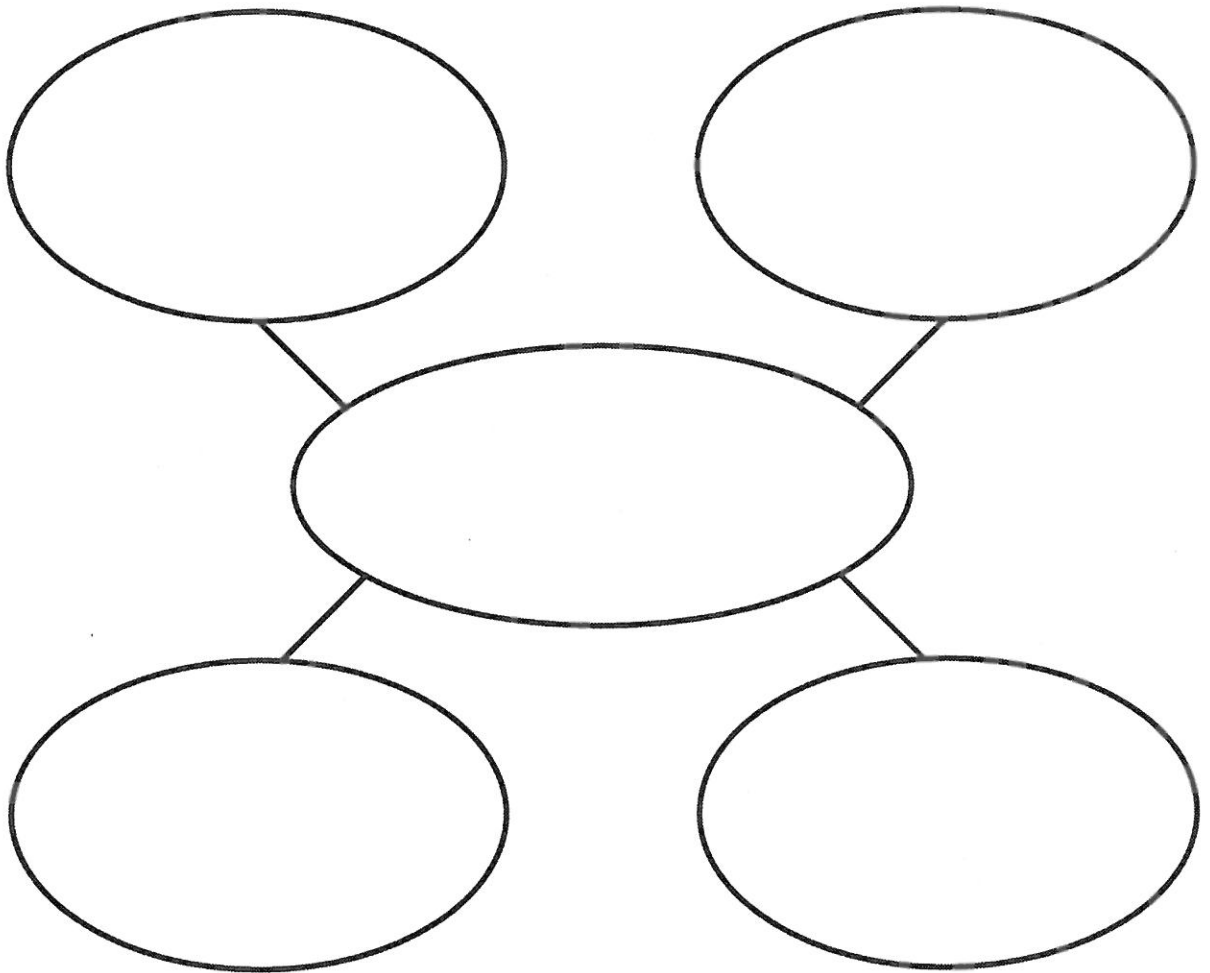
Title or Topic _____

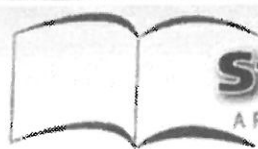


Name _____ Date _____

Web: _____

Title or Topic _____





StudyGuide.org
A Resource for Students, Parents and Teachers

Transitions in Essays

Transitional Phrases and Structure Words

Words Used to indicate examples or application of thought

because	for example	specifically	for instance
provided	like, as		

Words used to transition to conclusions

therefore	thus	hence
consequently	in conclusion	at last
then	in brief	finally

Comparison Transition Words

also	in the same manner	in addition	similarly
too	furthermore	both	like
as well as	moreover	each of	not only...but also
just as...so	again	have in common	share the same

Contrast Transition Words

however	on the contrary	on the other hand	in contrast/ in spite of	although/though
unlike	instead of	whereas	conversely	while
yet/but	even if	for all that	nevertheless	either...or
of course	some may say			

Structure words pointing to relationships among and between ideas.

A) Time relationships

Finally

Immediately

Thereafter

Meanwhile

Before

Last

Now

Later

After

Following

Previously

Hereafter

At last

At length

In the first place

At the same time

In retrospect

B) Space relationships

Here

Far

To the east

Under

There

Away

Westward

Across

Close

Further on

Yonder

Beneath

By

Above

Near

Everywhere

C) Related in degree

Many

More

Most

Little

Less

Least

Some

All

Above all

Fewer

Fewest

Worst

Greater

Greatest

Best

D) Pointing to show emphasis

This
These
That
Those
One
Several
Some
Few

Thanks to Brent Rohol (of Spruce Creek High School of Port Orange, FL) for these ideas

Questions for Transitions in Essays

Need more help? Read questions and answers from fellow students below. If your question hasn't already been asked, [ask it now \(/node/add/question?field_guide=412\)](#).

- 6** **I suck a writing papers and i need some sort of transition for a Shakespeare sonnet. help?** ([/transitions_in_essays.htm/questions/i-suck-writing-papers-and-i-need-some-sort-transition](#))

1

answers

Asked by *Anonymous* on 5th June, 2009

- 3** **Transition words for an argument essay**
([/transitions_in_essays.htm/questions/transition-words-argument-essay](#))

1

answers

Asked by *Anonymous* on 10th June, 2009

- 5** **What is a good way to start a conclusion other than saying in conclusion** ([/transitions_in_essays.htm/questions/what-good-way-start-conclusion-other-saying-conclusion](#))

10

answers

Asked by *Anonymous* on 14th June, 2009

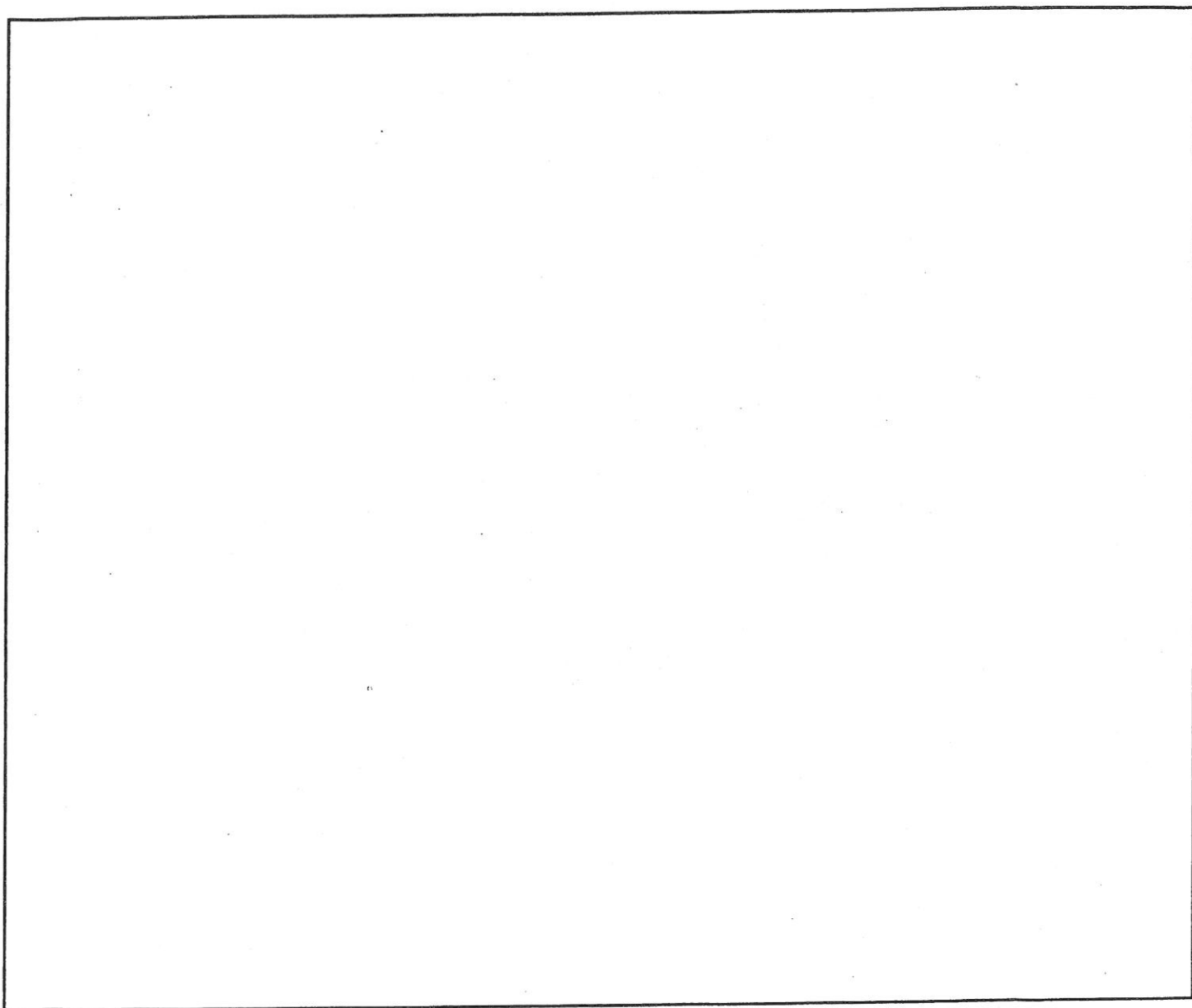
- 3** **Transition words for a cause and effect essay**
([/transitions_in_essays.htm/questions/transition-words-cause-and-effect-essay](#))

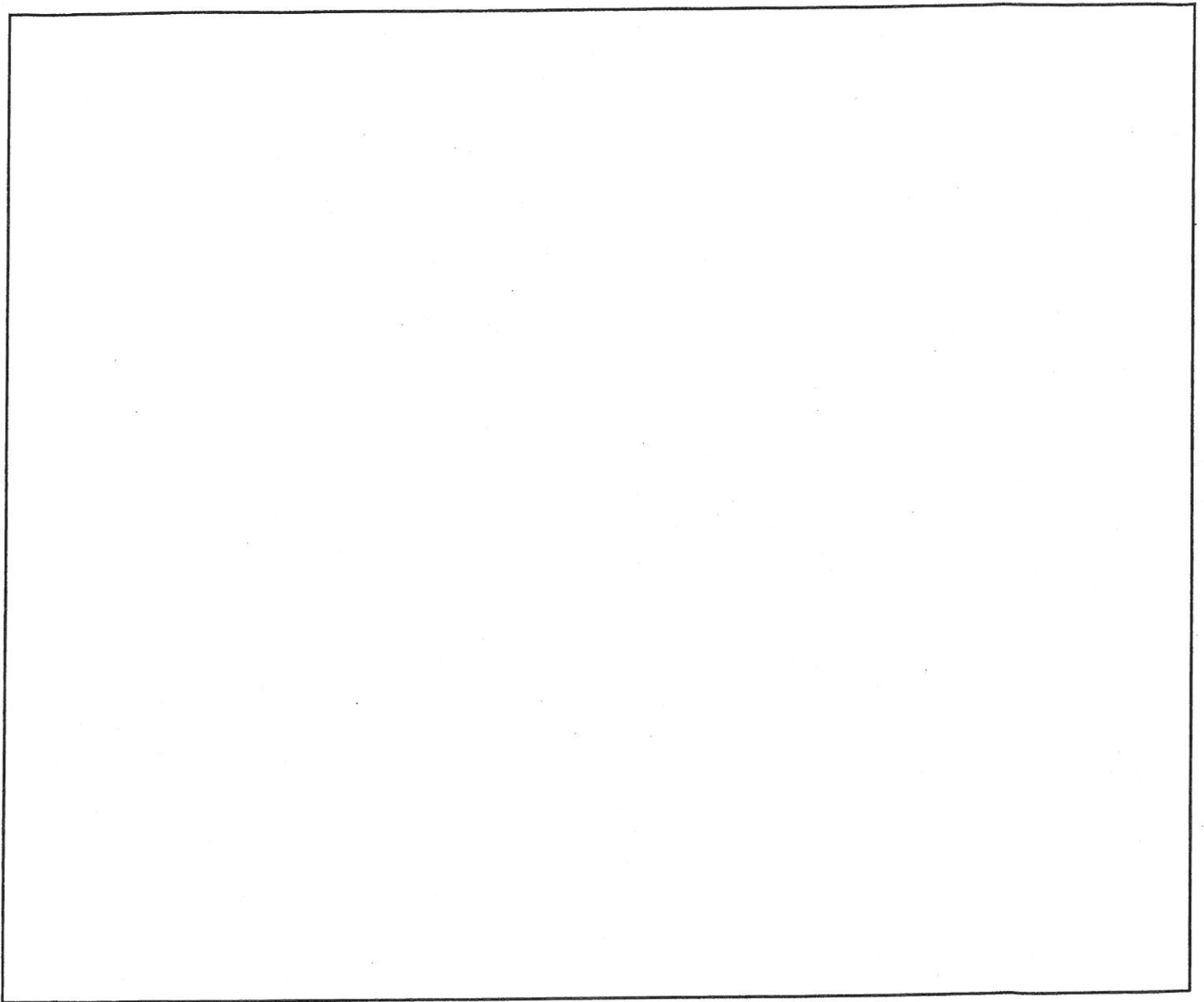
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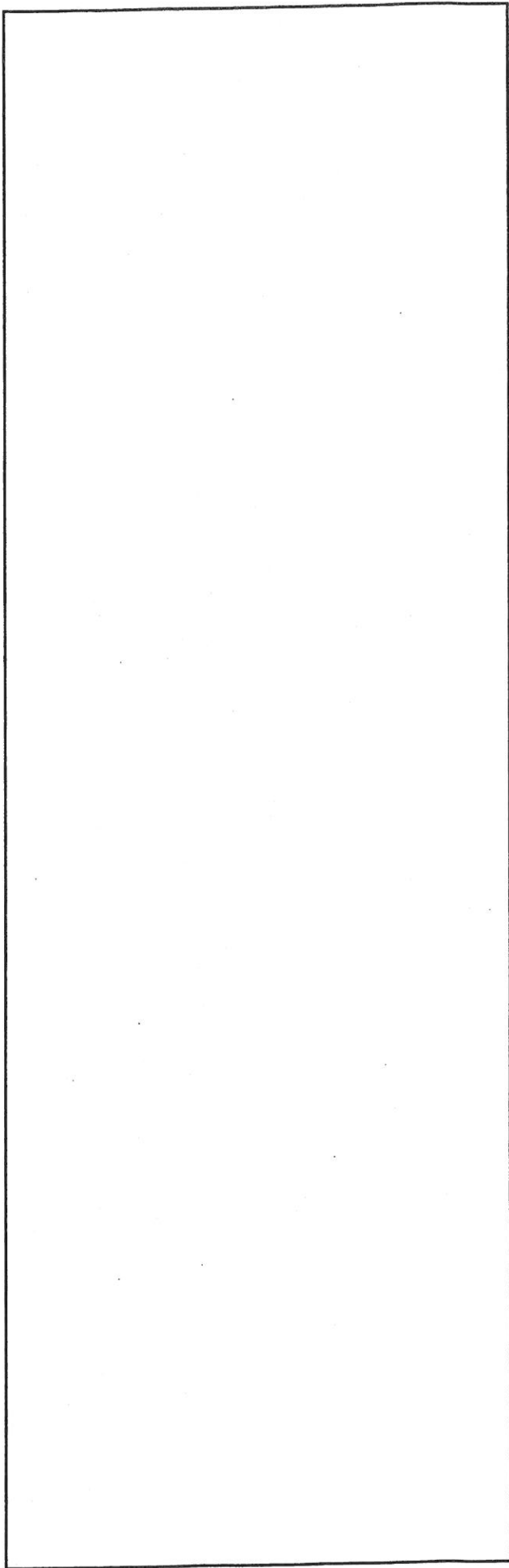
answers

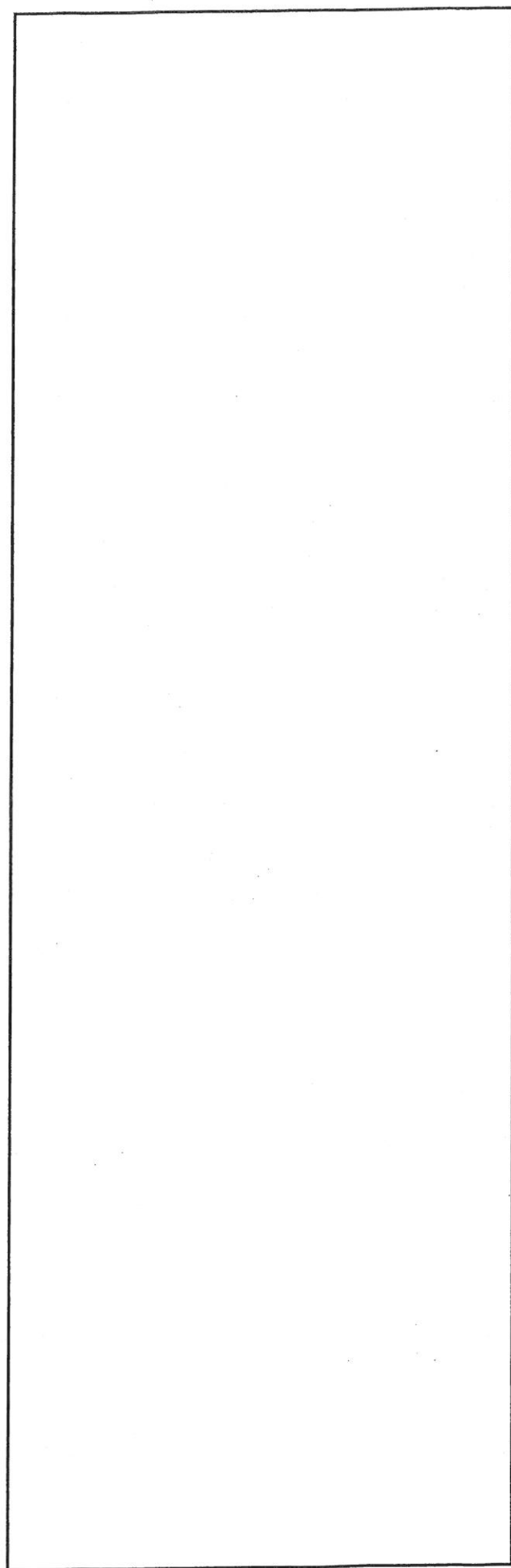
Asked by *Anonymous* on 16th June, 2009

- 4** **What is a phrase to start off another topic in a paragraph?**
([/transitions_in_essays.htm/questions/what-phrase-start-another-topic-paragraph](#))

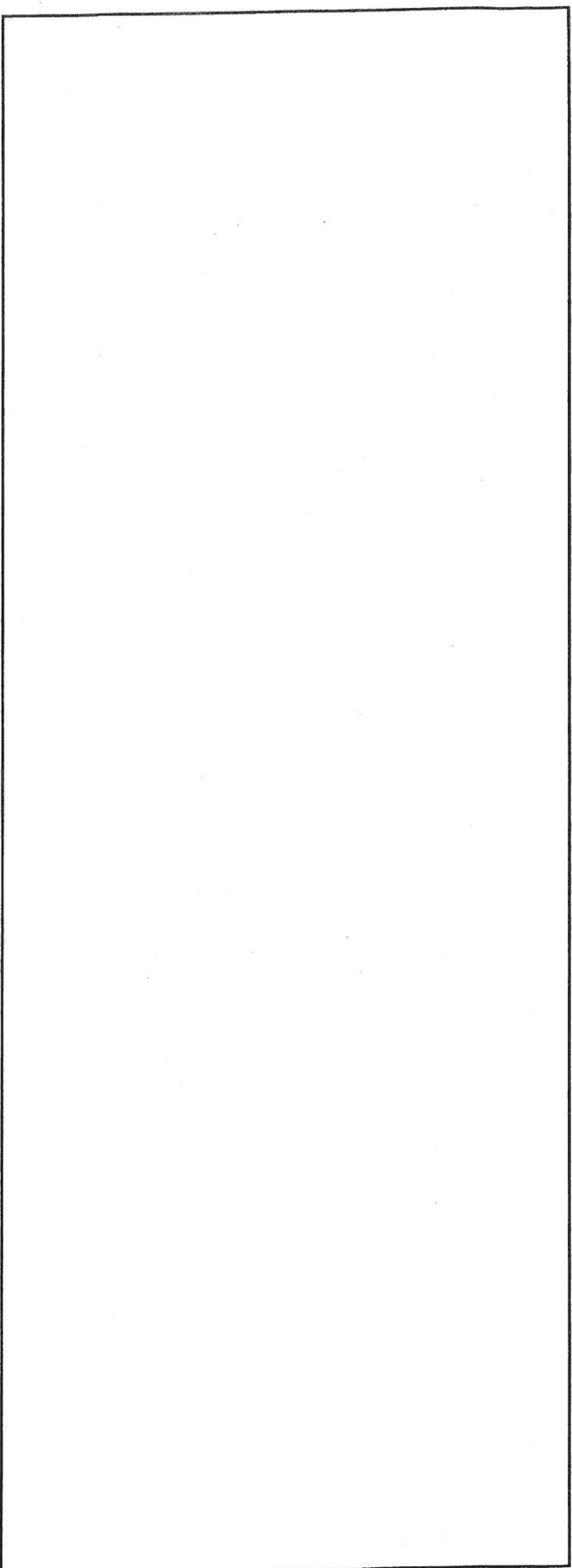




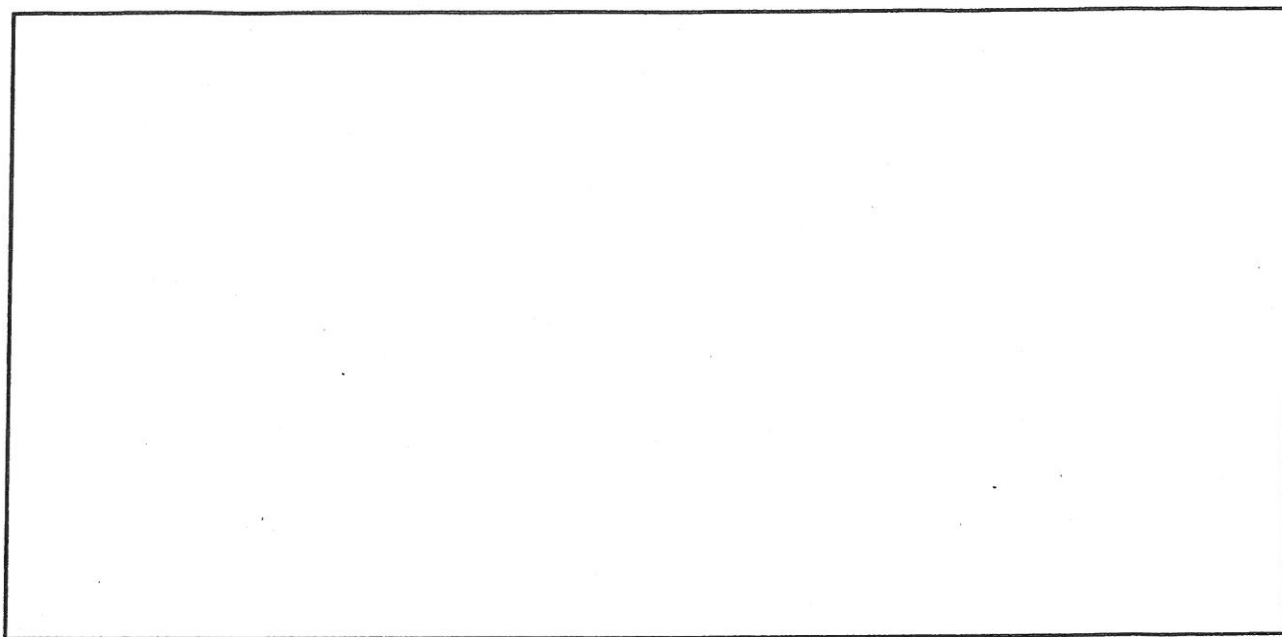




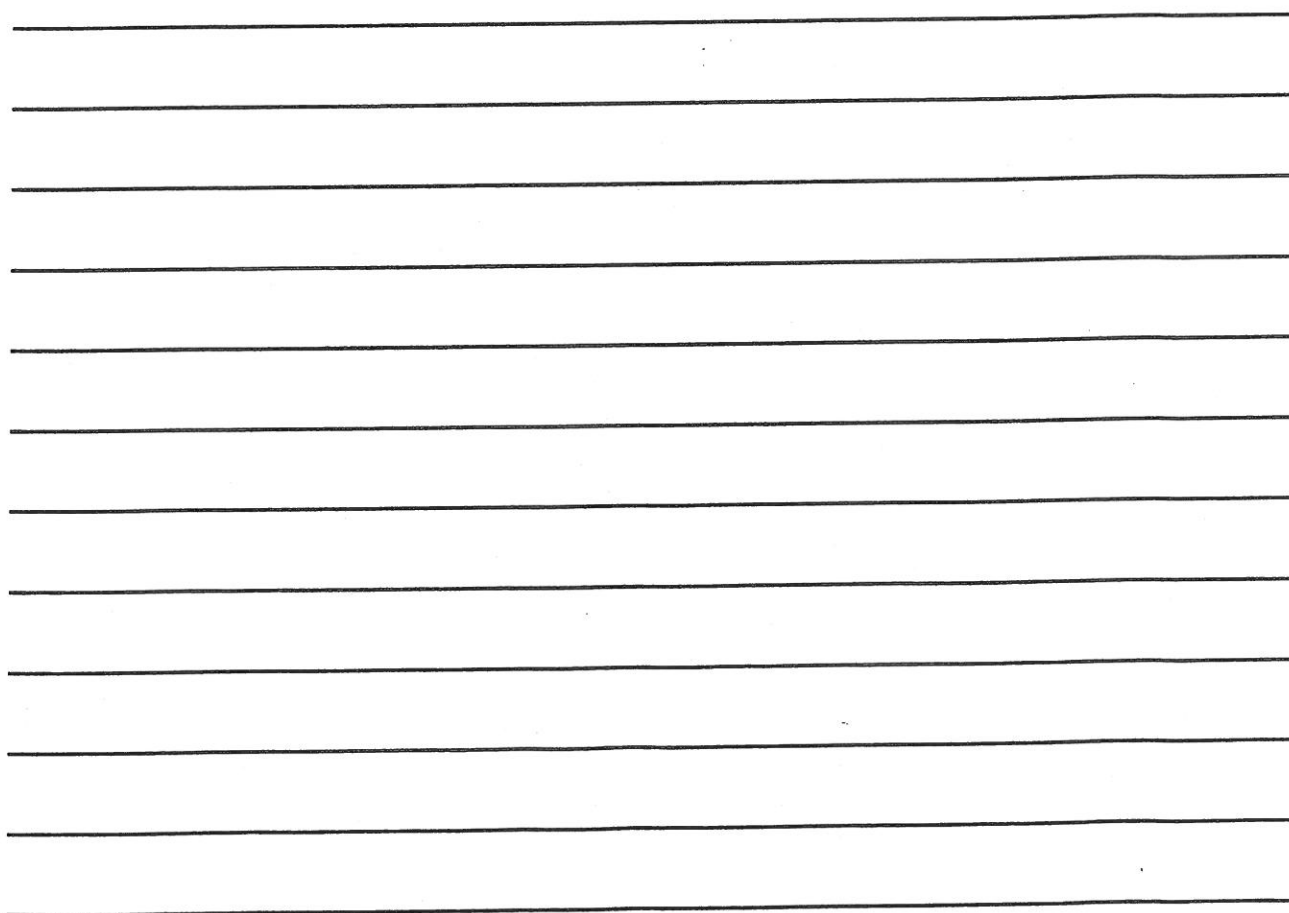
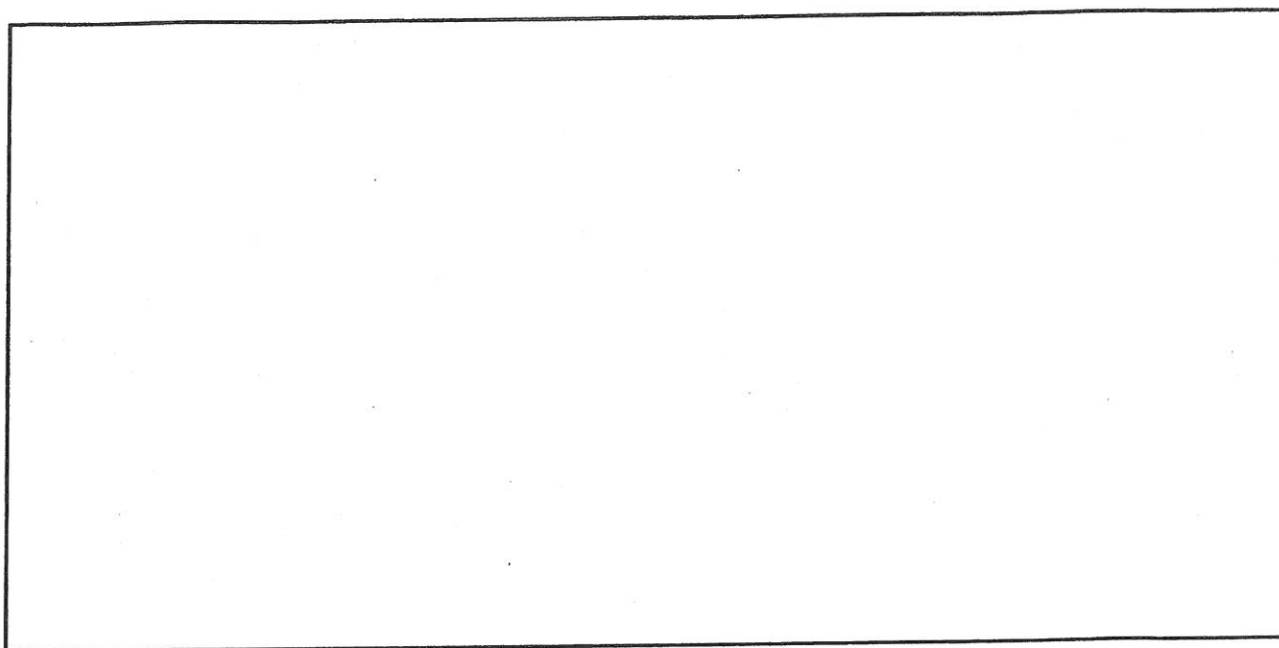
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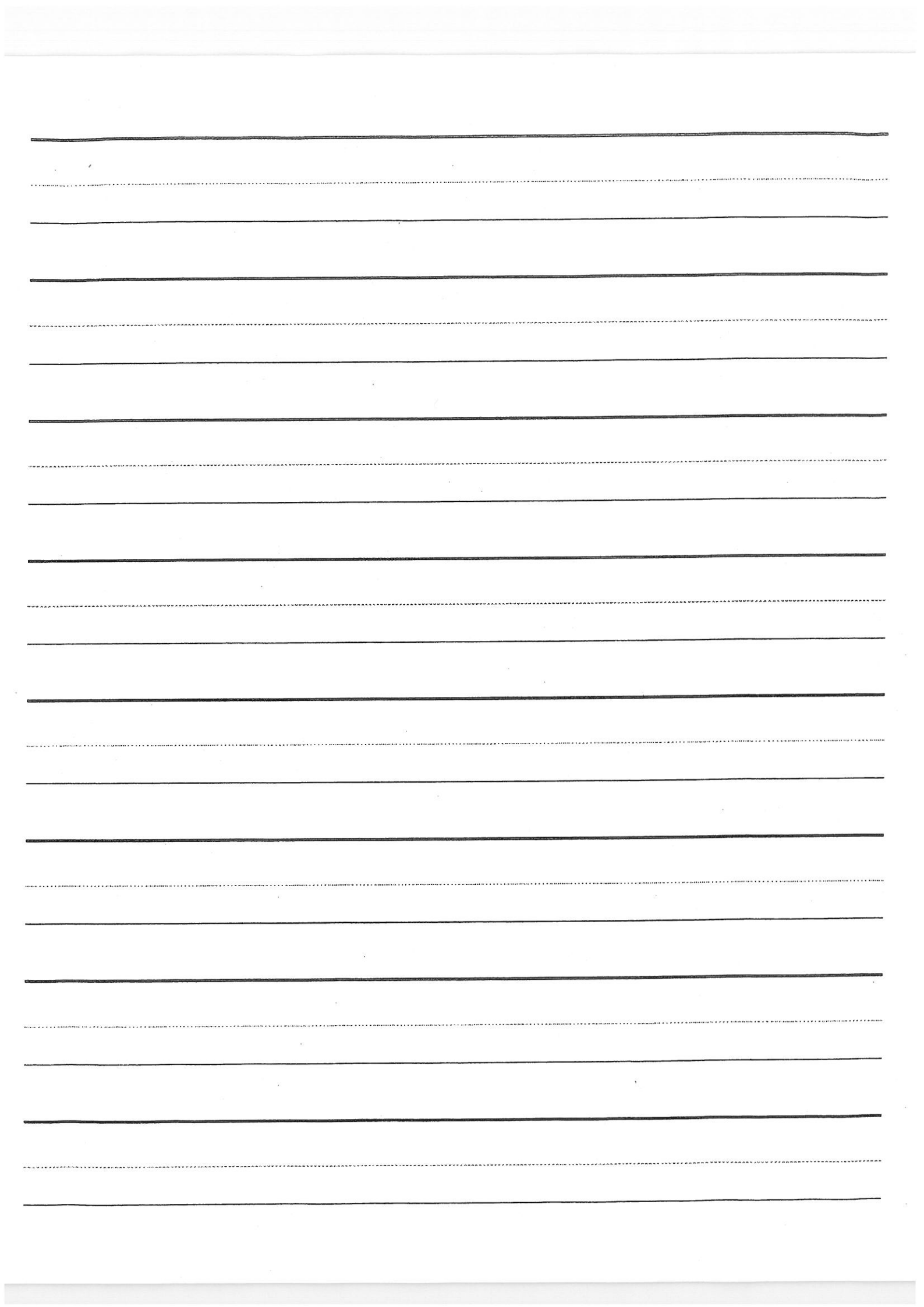


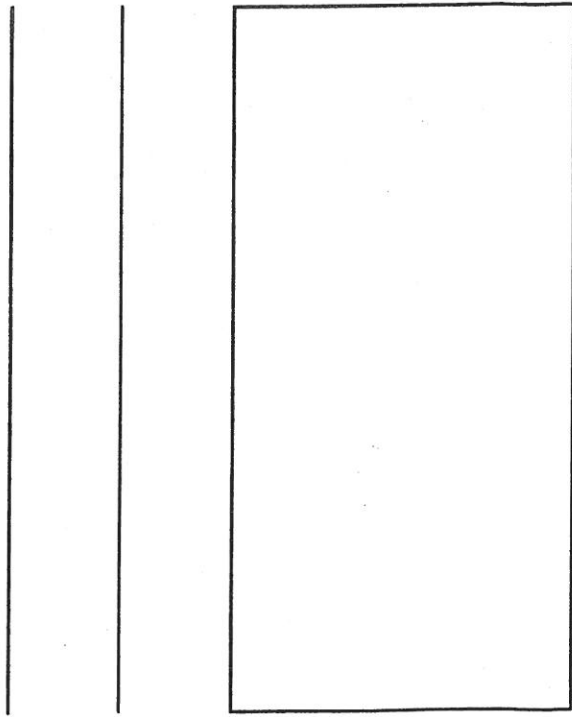
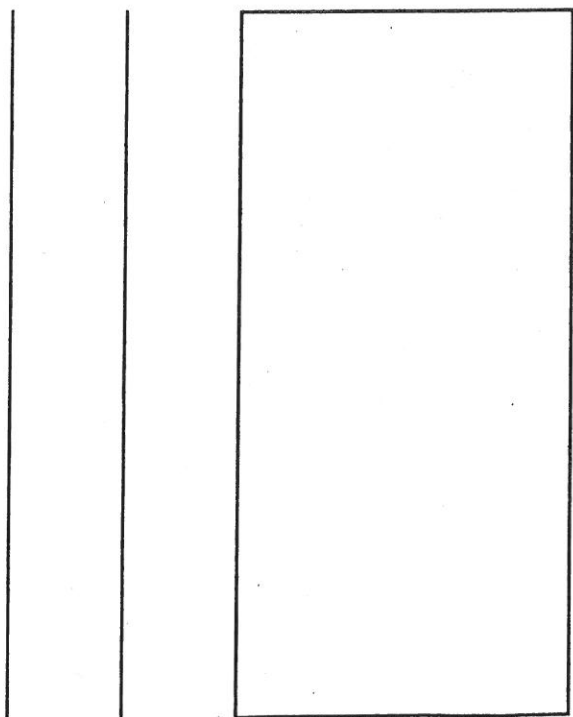
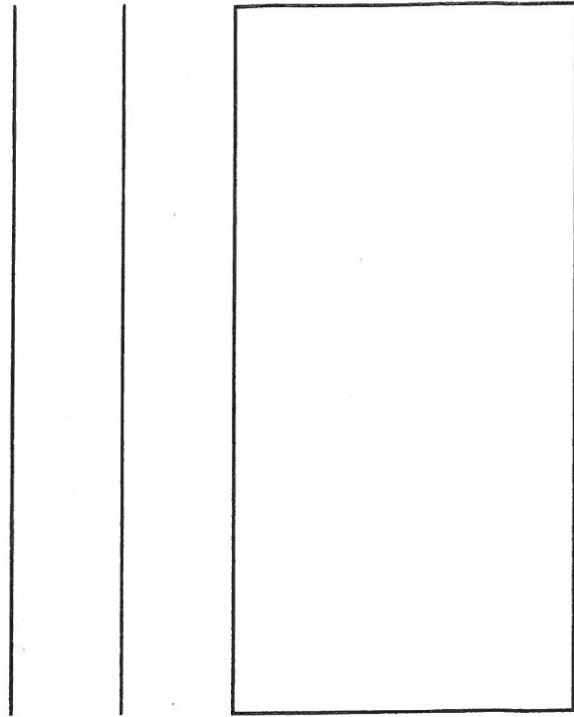
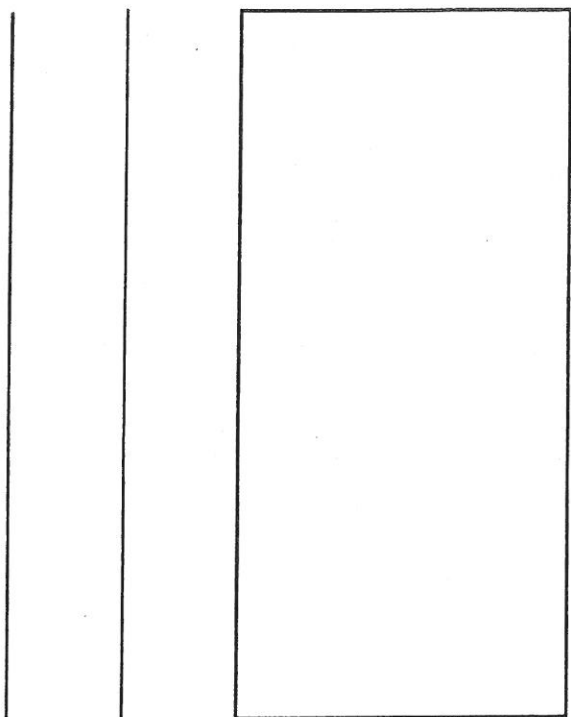
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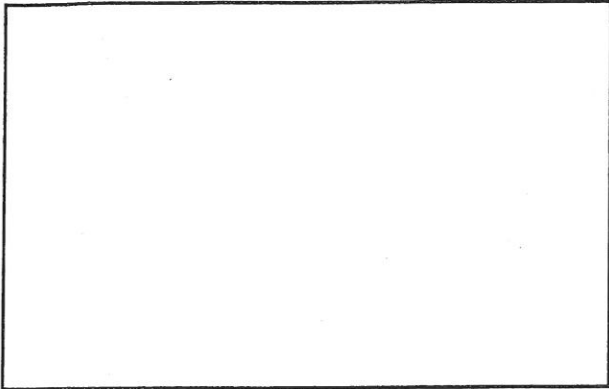


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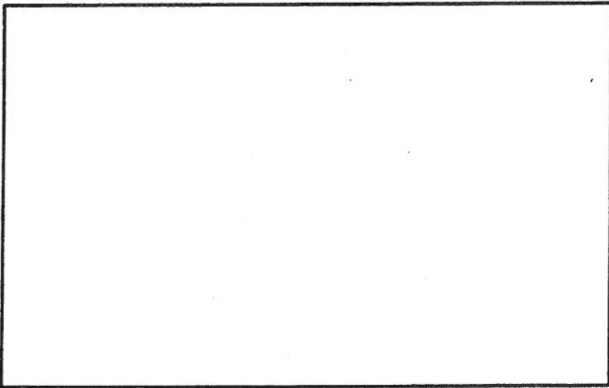




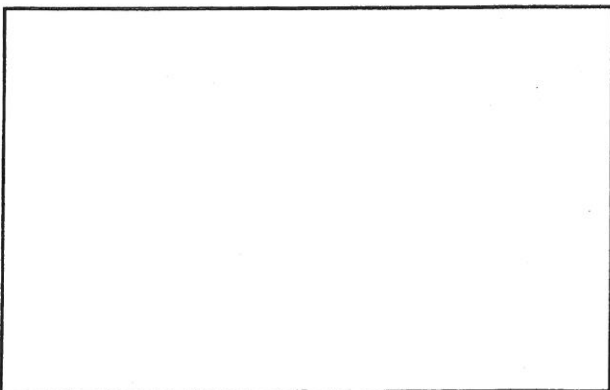




1. _____



2. _____



3. _____

1. _____

2. _____

3. _____

4. _____

